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ABSTRACT

This paper describes the planning and implementation of a Career Resource Center. Although this model was designed specifically for one community college, it offers a good guide to other groups interested in establishing such a center. This paper was presented at the C.G.C.A. Convention (Vancouver, B.C., June 1975) as part of a slide presentation; however, the slides are not included in this document. The paper begins with the basic reasons why a career resource center was desirable and proceeds through the necessary phases including collection and selection of resources, acquisition procedures, processing and coding, personnel necessary, and difficulties encountered. (HMV)

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CAREER RESOURCE CENTER ANYONE ?
IN A COMMUNITY COLLEGE ?

Presented at: C.G.C.A., Vancouver, B.C.

On: June 4,1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER RESOURCE CENTER AT RED RIVER COMMUNITY COLLEGE, WINNIPEG, MANITOBA

1.Reason for its Inception

The idea for a central location for a career resource and information center arose from the Adult Basic Education Department at Red River Community College.

We (A.B.E. Dept.) were planning to implement a Pre-Occupational Exploration program early in 1974 but a central collection of career information was imperative for the success of the program. The Exploration program involves a developmental approach to making an occupational choice utilizing a multi-media of resources, work experience in actual business world situations and an examination of training programs offered in various institutions, including R.R.C.C.

I approached Mr. Miah, the Chief Librarian of the Learning Resources Center with the request that a career information center be established as soon as possible. Previously the college counsellors had expressed a desire that the career information be available in a central area. The L.R.C. seemed to be the logical place for such a center. As well as being centrally located physically, the expertise to organize and manage the resources was available. The division of labour in organizing the center seemed to follow a logical sequence: the counsellors would counsel the students using the center, the instructors would instruct students in the classroom and in the way to best utilize the Career Resource Center, and the librarians would collect, organize and disseminate information. Where the three meet, students could draw on a combination of skills and resources.

Environment Slides 1-6

February, 1974 found A.B.E. staff, L.R.C. staff and the college counsellors meeting to discuss common concerns. After much discussion and many meetings it was agreed that a Multi-Media Career Resource Center would be developed in the Learning Resources Center. At that time it was decided that the first idea of setting up such a center for the use of the A.B.E. students could be now be expanded to be used by the whole college population and the community outside the college as well.

II. OBJECTIVES

The main objective of the center would be to provide easy access to career resources for R.R.C.C. students. This would make it possible for individualization of career exploration. Such exploartions would provide the following opportunities:

1) To increase awareness of the range of career alternatives
2) To gain some knowledge and appreciation of the nature of a number of occupations and the lifestyles involved.
3) To examine and plan ways of meeting the qualifications required to enter the occupation chosen
4) To learn the techniques involved in searching for a job, writing letters of application, preparing job resumes, and developing interviewing skills

III. FRAMEWORK FOR DEVELOPING THE RESOURCES

A. PLANS

Plans to begin the actual collection of resources were begun in June 1974 First of all, however, an attempt was made to find out what other career resources centers existed in institutions across Canada. Red River wanted to find such a center and so model our service after it. None were found that were organized under the care of the L.R.C. in a Community College. It seemed that what we wanted to do was an innovative idea and well worth pursuing.

Thus June 1974, found the L.R.C. staff beginning to select, acquire, organize and code the materials. The initial idea was that the collection would need to be comprohensive to be useful. In addition to individual career files, a variety of books, bibliographies, company and business reports would be included, plus a collection of the most appropriate audiovisual career resources now on the market. Materials on job placement, resume writing, orientation to life skills topics, etc. would also be included. Information on Canadaian, American and Overseas post-secondary institutions would be made available along with information on student financial assistance and the process of obtaining it.

B. BUDGET

Financial implications had to be considered. Initial concentration was to be on the acquisition of free and inexpensive materials. Members of the committee were asked to submit names of agencies, firms, industries and organizations to me by the middle of March. The L.R.C. staff compiled a list of literature from those sources according to the needs and level of the college population who would be using the center.

Should the need for monies arise the general L.R.C. budget could be utilized. Approximately $3,000 has now been allocated for reference books, audiovisual materials and storage requirements in 1975. However, 1974 saw the center developing with little or now monies allocated.

C. SELECTION PROCESS

Selection of materials was the joint responsibility of counsellors, librarians and instructional staff. Canadian vontent was given first priority. Counsellors provided the names of selected agencies, firms and organizations that would be able to provide career information. Instructional staff also provided the names of places to contact as they became aware of them in their daily contacts with classes and businesses. Librarians at the same time began and extensive search of the available career sources. A comprehensive list was prepared according to the level of students and the needs of the college being the prime factors in the selection. Among many selection and verification aids used, the following were found to be the most helpful sources:

Slide 7

Manitoba: Department of Education "The Wonderful World of Work"
Manitoba: Dept. of Industry and Commerce "Manitoba Trade Directory"
Fawcett, Margot ed. "The 1975 Corpus Almanac of Canada"
Whitsed Publishing Ltd. "Campus"
Faculty of Education, University of Toronto Guidance Center
Information Canada
Provincial Publications
Educational, Vocational and Counselling Periodicals

The Public Service Librarian with the career Library Technician would be responsible for updating the collections by adding new materials, discarding those out-of-date and by maintaining current source files.

D. ACQUISITION PROCEDURES

Form letters were sent out to companies and associations requesting occupational and vocational literature. The first group of letters was sent to places according to the lists which had been compiled. The second group of letters was sent to companies and associations listed in the book "A World of Opportunity" (Manitoba Dept. of Education). This source proved very successful as there were titles to order from in many cases.

Slide 8

As company literature arrived so did a vast supply of Annual Reports. It was decided that these would be most useful to students looking for pros-

pective employers and also for those going out for an interview.

In order that the materials be acquired most easily two form letters were developed, one for the companies and associations and one for specific titles or topics on careers. At the time of ordering, 3" x 5" cards were prepared to maintain the order record and these became the "Materials on Orier" file and ultimately the "Materials Received" file.

E. PROCESSING AND CODING

As the materials arrived they were carefully sorted. The occupational monographs were numerically catalogues under the C.C.D.O. code and placed in individual files arranged by code numbers. The Annual Reports were boxed and arranged alphabetically by company name. Company and association literature containing information on various occupations within one company were also placed in the alphabetically arranged files. The C.C.D.O. (Canadian Slide 9 Classification and Dictionary of Occupations) system of coding was chosen for 3 reasons: it is Canadian, it is a complete and comprehensive catalog of occupations in Canada, and new Canadian occupational literature carries the C.C.D.O. code. Two Canadian Occupational Group s books were first purchased to form the basis for the Occupational and Vocational files. These were Slide 10 carefully taken apart page by page and all occupational cluster pages were stapled to pieces of light weight cardboard. This would give the user an opportunity to locate information on the main list of cluster titles at one Slide 11 time. The preliminary pages, numerical and alphabetic listings and appendix were then spiral bound and placed beside the file. This would enable users to check the alphabetical llsting and then locate the information in the numerical Slide 12 file. The files were arranged in numerical order. Originally alphabetical filing was planned, but the many "see" references soon made that idea impractical. The two volumes of the C.C.D.O. were also placed next to the file for those who would want to get a finer breakdown on the occupations listed in Slides 13-23 the 508 major clusters.

IV. PERSONNEL

It soon became obvious that the full time of one staff member, trained in the skills of collection department and use, would be required to make the center effective. It was decided, however, that the basis of the service would need to be established first, to make the college aware of the great potential. Temporarily, the present L.R.C. staff agreed to take on the extra duty involved and the foundations of the Center were laid.

Slides 24-31 ↓

V. USERS

Potentail users of the center were also defined.

Inside the college:

1. Counslling services - for career guidance, job placement, testing-evaluation, student self-help
2. A.B.E. Pre-Occupational Exploration program students - as part of their training facilities, life skills information
3. Admissions Officer - refer students and parents to the Center
4. Students and instructors - on a self-help basis
5. Local Canada Manpower Center - refer students to the Center

Outside the college:

1. Youth Career Counselling Center (C.M.C.) - refer prospective students (up to 19 years of age) to use the Center
2. Community organizations
3. Local industries and prospective employers
4. local school counsellors
5. School libraries
6. Student Personnel Services, Man. Dept. of Education
7. Parents and prospective students
8. Out of town community
9. A.B.E. Coordinator, Dauphin, Manitoba as part of the Assiniboine Community College A.B.E. program
10. A.B.E. classes from the St. Boniface Center
11. A.B.E. classes from the 394 Selkirk Avenue Center
12. A.B.E. classes from the 200 Isabel Street Center
13. A.B.E. classes from the rural areas of Manitoba
14. A.B.E. classes from Assiniboine Community College, Brandon, Manitoba

Materials and information will be provided to those in and out of the Winnipeg area as possible. Some of the materials will not be given out but can be borrowed.

VI. PRESENT SITUATION

A. PHYSICAL FACILITIES

Since the concept of the Center was new and neede promotion initially, it was placed in the most accessible location possible. A floor plan was prepared to meet early requirements with room for expansion as the services and resources increased. Present facilities include and area for individualized instruction, carrels with audiovisual equipment, display and bulleting board, consulting area and an office for the career Library Technician.

B. MATERIALS

The actual collection of materials began in June and by the end of August we had accumulated approximately 1,000 pamphlets for careers and 12,000 for business - without any additional staff.

By the end of 1974 approximately 3,000 career pamphlets, 2,000 business and association reports and 200 audiovisual materials had been acquired and put into use. The Center has come in for much praise from the college itself, local high schools and teachers. To make the service completely viable

VII. DIFFICULTIES

The major problem facing the Center right now is shortage of personnel. The Center is the result of two staff members - Ms. Beth Williamson and Ms. M. Bochurka. In addition to their regular assigned duties, they have done thier best to keep up with the growing responsibility of the Career Resource Center. It has been difficult but they have done a fantastic job.

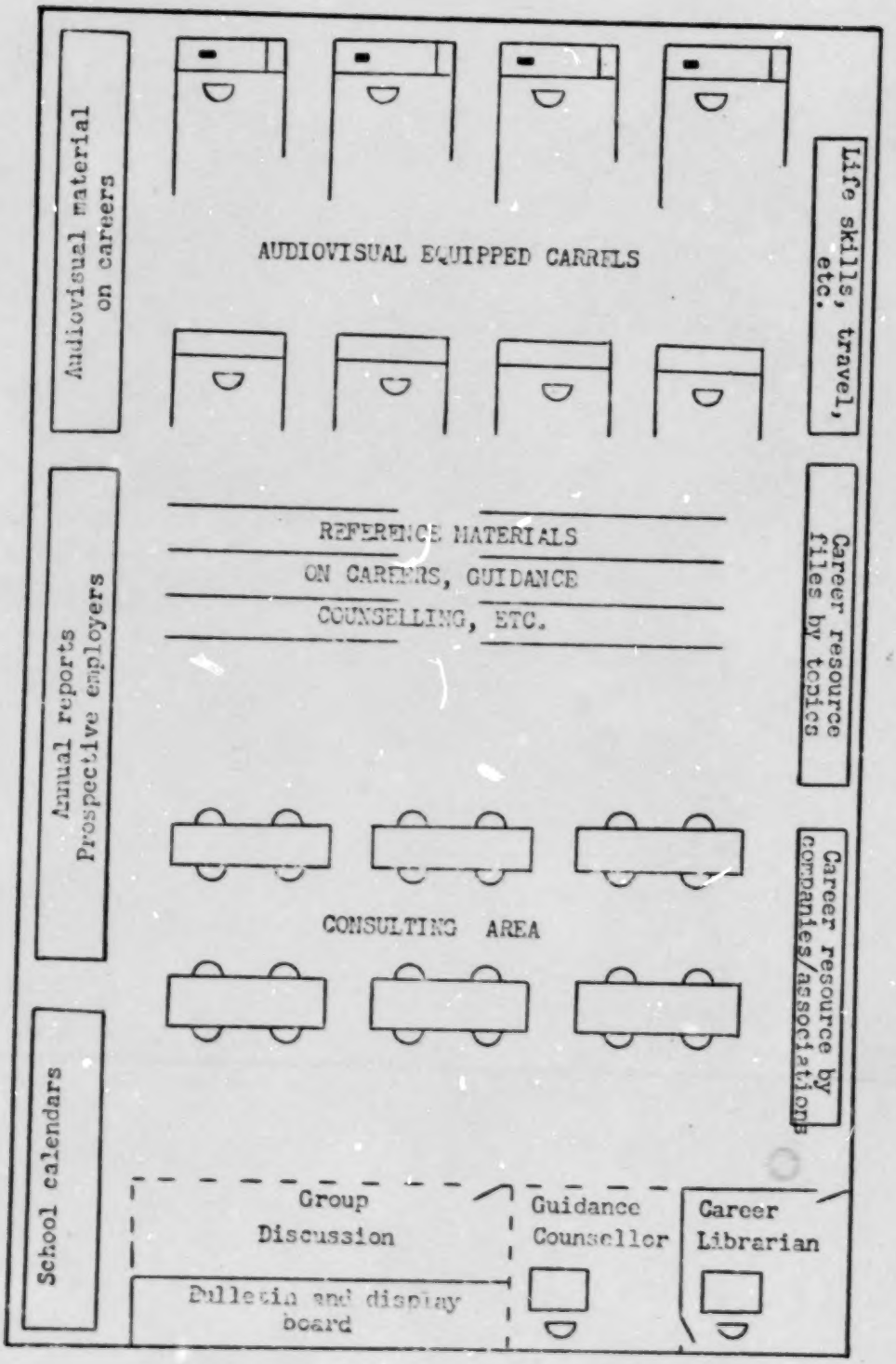
To make the service completely viable therefore it is imperative that staff be hired to continue proper collection development and to ensure that the college is getting maximum benefit from it. The staff best suited for this purpose would be, in our opinion, a person with Grade XII standing, a recognized Library Technician Certificate, with well developed organizational skills and an ability to work with people is needed. Justification for this personnel is being currently considered by administration and is expected to meet with a favorable response. The following has been suggested as a job description for the incumbent:

Under the supervision of the Public Service Librarian, the incumbent will be responsible for:

-Maintaining and displaying the Center

-Maintaining Liason with counsellors and instructors

MULTI-MEDIA CAREER RESOURCE CENTRE



-Collecting materials in cooperation with counsellors, Librarians and instructors
- Coding, Processing, discarding
-Providing information and assisting students in locating and using materials
-Coordinating efforts with counsellors and instructors in the use of the Center
-Organizing and managing career activities in the Center
-Distributing career materials
-Training a New Careers Person

The second major problem faced is the lack of space to integrate all the media and to place them into one area. As described earlier, a floor plan has been drawn up to indicate what is desired. (Transparency) If the design is met and set up as planned the space would provide for individualized instruction, carrels with audiovisual equipment, dispalay and bulletin boards, consulting area and an office for the Career Library Technician. Future expansion would provide space for group counselling, testing and a counselling office.

Transparency

VIII, FUTURE OBJECTIVES

The ambition is high, the idea is sound. The staff in the L.R.C. and the A.B.E. staff in particular have made a commitment to see that these services grow rapidly and effectively.

Presently the Center remains open from 8 A.M. to 9 P.M. on weekdays and 9A.M. to 4P.M. on Saturdays. Existing and prospective students may visit the Center on their own where they may receive assictance from the reference staff, and in the near future, from the Career Library Technician who will be on duty at all times. Counsellors, now located in decentralized areas throughtout the college, refer students to the Center for their informational needs. Arrangements are being madeas well to ensure that a college counseloor is always on duty at the Center to provide students with guidance in their career exploration. Visits to the Center by groups of students may also be arranged by local high school counsellors to introduce students to vocational and occupational training available at Red River. Or whenever possible, the counsellors may borrow materials for use in their own schools. Prospective employers of Red River graduates may make use of the Center as well. Information on all the courses offered at the college is available and may help an employer determine the suitability of a student's training. The Canada Manpower Center

is another possible user of the career service and the local offices already have expressed keen interest. Expansion of the service include plans for an outreach program to make career information available to people in remote areas like the north.

IX. CONCLUSION

It is a phenomenal task to develop a well organized "Career Resource Center" but the potential is unlimited for the present occupational and vocational community, ranging in age from 18 to 80 + . A career center is a MUST and should from a part of all viable educational institutions.

Abdul J. Miah
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Ms. MargeBochurka
Government Documents
Learning Resources Center

Ms. Beth Williamson
Learning Resources Center

These two ladies have been the staff responsible for the collection, coding and arranging of the Career Resource Center.

CAREER SLIDES PRESENTATION

1. Lrc Environment-window
2. LRC Inside Hall
3. LRC Plant
4. LRC Periodical
5. LRC Periodical
6. LRC Reference
7. On Order and Order Received record
8. Order card prepared
9. Classification and coding system
10. Canadian Occupational Groups
11. Mounting C.O.C. pages on the slip papers
12. Single career file with CCDO code numbers
13. Full shot of career files - one by inddividual careers and one by companies and associations
14. Marge working with the files
15. Books for further career information
16. Vertical file(Life skills material, current problems and topics)
17. Sample of career materials in the files
18. Calendars from Colleges and Universities
19. Close-up of Calendar files
20. Business and annual report section
21. Report from individual companies
22. When material is received, it is coded and receipt card updated
23. Career materials of one company which has sequential link - filed under companies

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24. ABE collection
25. Students getting orientation tour
26. Class teacher explaining particular career information
27. Students using multi-media kit (Career games)
28. Filmstrip and cassette (small group instruction)
29. Individual career consultation
30. Individual using a cassette in a learning station
31. Individual using a record and filmstrip kit

1. What has been most helpful to you as a result of this presentation ?

2. What was not of value or interest to you from today's presentation ?

3. What would make a presentation on this topic at another time of more value to you ?